

BARNET – DANVILLE – PEACHAM – WALDEN

Caledonia Central Supervisory Union

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May 6, 2015

May

Peacham Superintendents Report

Sharing of Resources: The CCSU board approved the administrative team to research opportunities on how the SU can work more efficiently by sharing resources throughout the districts. This may include but will not be limited to custodial staff, special education services, guidance, health, specialty positions.

Special Education Centralization: We will need to centralize all special education teachers by July 1, 2016. There is an exemption in the law for special education para educators, however we may want to consider centralizing these para educators also, as there are benefits from a service delivery point; tailoring the skills of our personnel with the needs of our students throughout the supervisory union.

Maintenance procedure for major projects: I'm recommending that all major projects get reported to Pat Amsden who will oversee the bidding, reporting and awarding of the contracts through the board. Pat will be scheduling a meeting with the Peacham administration to review the window project in the near future.

Teacher negotiations: We are in the final stages of teacher negotiations, if all goes well the final document will be completed by the end of next week. Support staff negotiations will be starting within the next two weeks.

Exit Interviews: Vanessa Koch will be conducting exit interviews with all employees leaving the supervising union. This data will be collected and shared with the Executive Council and superintendent.

Respectfully Submitted By:



Dr. Mathew G. Forest
Superintendent

CCSU 2014-2015 Goals Update

1. MTSS Multi-Tiered System of Supports: Academic
 - a. We have begun the last LEAP session with an emphasis on project-based learning. Students are involved in a variety of math and ELA activities to revisit and build stronger academic skills. Examples of groups include:
 - i. Writing for Video Production
 - ii. Multi-Cultural Math
 - iii. "Friendly Peace Town" community simulation
 - b. We continue to use STAR Assessments to measure individual and school-wide student progress and will have a better ability to report summative results in next month's Principal report.
2. MTSS-B Behavior
 - a. Our PBIS coach, Jean Haigh, spent the day with our school in April to objectively observe and report back to our staff on student-student and teacher-student interactions. She identified areas where we can re-teach Peacham PRIDE elements to improve student empathy and compassionate behavior.
3. Curriculum Development
 - a. We had a month off from CCSU curriculum development work. Cross-district work will resume the last month of May.
 - b. Principal Rounds were held at Walden School last month. The Principal Rounds practice has been enormously beneficial to each school's staff and administrators.
4. Create an Educationally & Fiscally Responsible Budget:
 - a. Two estimates for heating and ventilation improvements have been received and sent to CCSU. This was accomplished within the 10 day period requested by the Board. It has been determined that the original ARC estimate did not address the ventilation issue. A revised estimate is needed to compare with NEAir Systems' estimate.
 - b. We continue to gather information on window replacements and expect to have those for next month's meeting.

Other:

- The PES Strategic Instructional Planning group has met twice to develop a process and timeline for meeting the VT AoE Education Quality Standards' *Continuous Improvement Plan* requirements. Anna Rubin, Jenny MacKenzie, Cornelia Hasenfuss, Sean Markey, Rita Muller, Annie Sproston, and I form the core group that will facilitate the alignment of local goals with VT EQS and CCSU district-wide goals. The group has set a July deadline for a proposal to the Board using the Community Dialogue Themes developed previously as a starting point for this alignment.
- PES moved all school activities to the Town Hall on April 22 due to not having water at school. Classes were held, lunch was served, and all returned to school by 2:00pm.
- PES grades 3-6 have completed the first year of SBAC testing for measuring mastery of Common Core Standards. All staff and students are to be commended for their commitment to making this challenging experience a success.

- Grade 4 will be assessed for the final time on May 14th using the NECAP Science tool.
- Last year's successful Grade 5-6 Puberty lessons with Dr. Josh Kantrowitz will be repeated the second week of May. Grade 4 students will also be invited. Participation is not mandatory, but highly recommended as part of VT Health and Guidance Standards.
- I am attending a *Learning and the Brain* conference in New York City with a focus on what it will take to create and sustain a 21st Century school. I hope to bring back "best practice" strategies to improve our instructional program and share with my CCSU colleagues.

Respectfully submitted,

Judy Ross

FINANCIAL REPORT

Peacham School Board

Date: May 6, 2015

Heating System

Control Technologies declined on giving a proposal on the controls due to the condition of the Peacham system. New England Air Systems proposal was for \$13,230 so ARC is definitely the low price at \$7,950, as well as a reputable vendor. I will contact them to let them know they have the contract.

Please see page 2 of New England Air Systems proposal. They note that his main control upgrade will not regulate the individual unit heaters and recommend controls on those as well. They are quoting \$10,000 additional to do that. I have emailed and called ARC several times to try to get an estimate from them, but have not heard back at this time.

Note: We compiled fuel usage for the past two years for all of the buildings. Your building is about the same size as Walden and you use 1,000 gallons more a year in fuel.

Windows

I am going to set up a meeting to discuss and understand the window situation better and hope to bring a recommendation to the board in June. I am assuming you want to do some of this work over the summer with remaining funds or the capital fund. Or are we working toward budgeting this for the following year?

Tyler Technologies Financial Software Update

We continue to be on schedule to go live July 1. This week we set up the Human Resources module and the on-line Portal where employees will be able to request leave time, calculate paycheck changes, see their compensation packages, update their personal and emergency contact information, submit W-4 changes. Contract formats are all set up so they can be generated from this payroll system next year. The week of May 11 will be spent setting up the purchasing and payables, and training finance office staff. General Ledger reporting and training is end of May. School Principals and Administrative Assistants will be trained June 18 and 19.

Tax Anticipation Notes and Investment Tools for the coming year will be bid out this month and brought to the June meeting. Current year interest paid and earned will be reported then also.

Food Service Software Grant

As of this writing, we have not heard back on the grant.

CCSU Special Services

April 2015 Board Report

- **High School Requirements and Special Education**
 - Implementation of Performance-Based Graduation Requirements (PBGRs) and Personal Learning Plans (PLPs) will have an impact on how we write Individual Education Plans (IEPs) and think about transition plans for students with disabilities. I am attending professional development in this area as well as networking with other special education directors and our HS staff to learn more about the implications of these changes.
- **Extended School Year Services**
 - This is the time of year when we start preparing for summer services for students on IEPs. Decisions regarding student's need for summer services are based on regression/recoupment factors. IEP teams examine student data to determine if their skill loss over vacations or even weekends is such that they require services over the summer in order to not regress to the point where extensive time would be required in the fall for them to recoup the knowledge and skills. Special educators will be submitting a list of need and then we will group students and arrange for services and service providers. Our plan is to provide this instruction in small groups to the extent possible and appropriate for the individual students.
- **Project Unify/Unified Sports**
 - In conjunction with the ELOP program, we have started Unified Sports teams in the Danville and Barnet Schools. Unified Sports programs pair students with intellectual disabilities with partner student athletes without disabilities to practice and compete on teams. We have a team of 6 in Barnet and a team of 8 in Danville who will be participating in Bocce this spring and competing in the state-wide tournament in May at UVM. This is a wonderful program and I am so excited and thankful for all of the support from adults and students who have made it possible. Here is a link for more information: <http://www.specialolympicsvermont.org/sports-competition/school-unified-sports/>

Respectfully submitted,

Andrea Wasson

Special Services Coordinator

May School Board Report
Curriculum Coordinator
Jodie Elliott

Assessments

May begins our CCSU Spring Assessment Window. Students across the supervisory union will be taking both state and local assessments. Assessments are used to gauge student growth during the 2014-2015 academic year in literacy, mathematics, and science. Data will be analyzed at the school and SU level to make instructional and curriculum related decisions. In addition, data will be used to develop achievement goals for the upcoming academic year as part of our VT state required Continuous Improvement Plans (CIP).

Vermont State Assessments:

SBAC

- Students in grades 3-8 & 11th, across the SU begin taking the SBAC(Smarter Balanced Assessment)beginning the week of April 27th through May 30th.
- The assessment contains two content areas: English Language Arts and Mathematics
- Each content area has three sections: CAT (Computer Adaptive Testing) Class Activity, and Performance Task
 - CAT – multiple choice and short answer questions
 - Class Activity-whole group discussion around specific themes
 - Performance Task-Individual student task, short answer and extended response in either Narrative, Informational, or Opinion/Argumentative writing.
- It will take approximately 7 hours to complete the SBAC.

NECAP

- Student in grades 4th, 8th, and 11th, begin taking the NECAP Science assessment.
- This is the final year science NECAPs will be administered to VT students. The state is hoping to have a science assessment as part of the SBAC for 2015-2016.
- Inquiry based assessment
- Students work in small groups to conduct a experiments and collect data.
- Students work independently to analyze data and answer questions
- Paper/pencil assessment
- It will take approximately 2.5 hours to complete this assessment.

CCSU Local Assessments:

Universal Screening

- Students in grades 1-8 will again take the STAR Early Literacy, Literacy, and Mathematics assessments.
- Given three times per year to all students (Fall, Winter, Spring)
 - This computer adaptive assessment gives teachers a snapshot of where students are with regards to grade level standards. This assessment chooses questions based on student's answers to previous questions until it pinpoints a student's ability level (like SBAC) within the standard's learning progressions.

Benchmarking (Diagnostic Assessments)

Reading

- Fountas and Pinnell Benchmark system.
 - One-on-one assessment takes a deeper look at student's fluency and comprehension.
 - Students in grades K-8
 - Only given to students who did not meet the standard on the STAR screening assessment.
- POA (Primary Observation Assessment)
 - One-on-one assessment
 - Focuses on the seven foundational areas for early literacy development: letter id, word reading, concepts of print, writing vocabulary, hearing and recording sounds, sentence/paragraph dictation, and text level.
 - Students in grades K-2 (primary)

Mathematics

- PNOA (Primary Number Observation Assessment)
 - One-on-one assessment
 - Focuses on the eight foundational areas of early numeracy development: sequencing, symbolic notation, grouping, estimation and magnitude of numbers, fractions, operational fluency, properties of number and equality.
 - Students in grades K-2 (primary)
 - Not all components will be given to every student. Many components were included throughout the year in our curriculum Units of Study as they pertained to specific standards.